

DEVELOPMENT OF A CONTEXTUALIZED PJBL WORKSHEET FOR IMPROVING FIFTH-GRADE STUDENTS' PANCASILA LEARNING OUTCOMES

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ABSTRACT

This research is motivated by the low learning outcomes of Pancasila Education in fifth grade students of SD Negeri 101765 Bandar Setia, especially on the material of norms in the school environment. This research aims to: (1) develop Student Worksheets (LKPD) based on contextual Project Based Learning (PjBL); (2) test its validity; (3) test its practicality; and (4) test its effectiveness in improving student learning outcomes. This research uses the Research and Development (R&D) method with the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The research subjects were fifth grade students of SD Negeri 101765 Bandar Setia. Data were collected through expert validation sheets, teacher and student response questionnaires, observations, and learning outcome tests. The results showed that the instrument had good validity with an item correlation coefficient of 0.654–0.967 and very high reliability with a Cronbach's Alpha value of 0.937. The developed LKPD also meets the practicality aspect with a student response percentage of 87.5% and a teacher response of 85.0%. From the effectiveness aspect, the average student score increased from 22.92 in the pretest to 34.28 in the posttest, with an N-Gain value of 0.655 (moderate category). The results of the paired-sample t-test showed a significant difference between the pretest and posttest scores ($p = 0.000 < 0.05$). Thus, the developed contextual PjBL-based LKPD is not only valid, practical, and effective, but also has implications as a teaching material that is able to support more active, meaningful, and oriented Pancasila Education learning, which is oriented towards strengthening students' understanding of the application of norms in everyday life.

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INTRODUCTION

Pancasila Education is a compulsory subject in the Indonesian education system, aiming to develop students' civic competence, national identity, and moral character based on the values of Pancasila as the state ideology (Supriyanto, 2022).

At the elementary school level, this subject serves as a foundation for developing responsible behavior, social awareness, and democratic attitudes from an early age (Syahrani et al., 2025). The role of Pancasila Education is becoming increasingly important amidst social challenges that demand students not only have academic competence but also strong character, morals, and civic awareness (Ihsan et al., 2025; Jayusman et al., 2026). However, learning outcomes of Pancasila Education in various elementary schools are still less than optimal because students tend to view the material as a collection of rules to be memorized, rather than as values to be understood and applied in everyday life. This condition indicates the need for learning innovations that can connect Pancasila values with authentic and meaningful learning experiences.

One of the materials that plays a crucial role in Pancasila Education is norms within the school environment (Putri et al., 2024). School norms are a set of rules and values that govern the behavior of school members and reflect the moral, social, religious, and institutional dimensions of everyday life (Lungu et al., 2025; Muhammad & Lawal, 2025). In elementary education, norm learning aims not only for students to understand the rules but also to internalize the values of responsibility, discipline, self-control, and respect for others as part of their daily behavior (Andriani et al., 2023). Therefore, the success of norm learning is not only measured by mastery of concepts but also by students' ability to apply these values in school life (Hamzah et al., 2022). Achieving these goals requires learning experiences that enable students to connect concepts to real-life situations through meaningful activities (Kolek et al., 2025; Sadiyah, 2024).

However, conditions at SD Negeri 101765 Bandar Setia indicate that approximately 60% of students have not consistently implemented school norms (Hamzah et al., 2022). Various violations are still found, such as arriving late, not wearing the required uniform, not completing assignments, not maintaining classroom cleanliness, and speaking without permission during learning (Kolek et al., 2025; Sadiyah, 2024). This condition indicates that students' understanding of norms is still procedural and has not been internalized as a behavioral guideline. This problem is also reflected in the learning outcomes of Pancasila Education, where students' daily scores still range between 65–68 and approximately 45% of students have not achieved the Learning Objectives Achievement Criteria (KKTP) of 75 (Rahmadani & Al Hamdany, 2023). Furthermore, character achievement in the 2025 Education Report is still in the moderate category. These findings indicate the need for learning improvement efforts that can increase conceptual understanding and the application of normative values in everyday life (Maulana & Marfu'ah, 2023).

The results of learning observations and interviews with teachers indicate that the learning process is still dominated by conventional lecture, question-and-answer, and discussion methods. This condition causes students to receive information passively, thus limiting the opportunity to explore, analyze, and reflect on real-life situations related to school norms (Safitri et al., 2024). In addition to learning strategies, the teaching materials used also do not fully support meaningful learning (Pahru et al., 2023). The student worksheets (LKPD) used so far function more as an evaluation medium in the form of multiple-choice and short answer questions, thus not providing space for students to solve real-life problems or connect norm concepts to their experiences in the school environment (Setiawan et al., 2024). Therefore, the development of more contextual, interactive, and student-centered LKPDs is needed (Pratomo et al., 2023).

One relevant learning model to address these issues is Project-Based Learning (PjBL). This model places students at the center of learning through investigative activities on authentic problems and produces products as a form of problem-solving (Rahayu et al., 2024). Based on constructivism theory, PjBL provides opportunities for students to observe, gather information, discuss, collaborate, develop solutions, and present their learning outcomes (Ahmad et al., 2025; Çibukçiu, 2025; Esen et al., 2023). These characteristics are highly appropriate for the material norms in the school environment because they enable students to understand the values of Pancasila through real experiences they experience every day (Chotimah et al., 2023).

Various previous studies have shown that Project-Based Learning (PBL) and project-based worksheets (LKPD) can improve learning quality. Aziz and Nurachadjat (2023) reported that PjBL increases active student participation through authentic learning experiences. Khairunnisa et al. (2024) found that the application of PjBL in Pancasila Education increases student creativity, critical thinking, and engagement. Meanwhile, Wulandari et al. (2022) and Usman et al. (2024) developed PjBL-based worksheets (LKPD) that were proven to improve critical thinking skills and learning outcomes. However, these studies generally focused on improving learning outcomes or thinking skills, without developing worksheets specifically designed for normative material in the school environment. Furthermore, the learning activities developed did not fully utilize

students' real-life experiences as the primary learning context. Thus, the integration of contextual approaches and Project-Based Learning in the development of Pancasila Education LKPD remains understudied.

Based on the results of the review, there is a research gap indicating that there has been no research that integrates a contextual approach with Project Based Learning in the development of Pancasila Education Student Worksheets on norm material in elementary schools using the ADDIE development model. In fact, the characteristics of norm material require students to learn through real experiences to be able to connect concepts with everyday behavior. Therefore, this study developed a contextual Project Based Learning-based Student Worksheet that combines observation, analysis, collaboration, reflection, and project completion activities based on real problems in the school environment. The novelty of this research lies in the integration of a contextual approach and Project Based Learning syntax into the Pancasila Education Student Worksheet on norm material in the school environment through the ADDIE development model, resulting in teaching materials that not only improve conceptual mastery but also encourage the internalization of Pancasila values in student behavior (Sabarudin et al., 2023).

Based on the problems, theoretical studies, and research gaps, this study aims to develop valid, practical, and effective contextual Project Based Learning-based Student Worksheets (LKPD) to improve the learning outcomes of fifth-grade students of SD Negeri 101765 Bandar Setia on the material of norms in the school environment. This study is expected to provide theoretical contributions in the form of strengthening studies on the development of Pancasila Education teaching materials that integrate contextual approaches and Project Based Learning through the ADDIE model. Practically, the results of this study are expected to be an alternative teaching material for teachers in creating more active, meaningful, and student-centered learning and helping students understand and apply school norms in everyday life.

METHOD

This study employed the Research and Development (R&D) method with the ADDIE model, encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation. Project-Based Learning (PjBL)-based Student Worksheets (LKPD) on school norms within the Pancasila Education subject were developed. The study was conducted at SD Negeri 101765 Bandar Setia in the 2025/2026 academic year, with 25 fifth-grade students selected using a purposive sampling technique. The Analysis phase involved analyzing the curriculum, student characteristics, and learning needs. The Design phase included developing learning objectives, LKPD plans, research instruments, and project activities. In the Development phase, LKPDs were developed using Canva and validated by subject matter experts, media experts, language experts, and fifth-grade teachers as practitioners. The Implementation phase then involved product trials with students, while the Evaluation phase aimed to assess and refine the product's quality based on implementation results (Mdodana-Zide, 2024). The research instruments consisted of observation sheets, interview guidelines, expert validation sheets, teacher response questionnaires, student response questionnaires, and essay-based learning outcome tests. The validation sheets were used to assess the content, presentation, language, design, and synchronization of PjBL syntax, while the questionnaires were used to measure the practicality of the worksheets (LKPD) based on ease of use, appearance, instructions, and usefulness. The learning outcome tests were administered in the form of pretests and posttests to measure improvement in material mastery. Prior to use, the instruments were tested for validity using Pearson Product Moment correlation and reliability using Cronbach's Alpha coefficient.

Qualitative data were analyzed descriptively as a basis for product revision, while quantitative data were analyzed using descriptive and inferential statistics using SPSS. The validity and practicality of the worksheets were determined based on the percentage of scores, with categories ranging from very valid/practical (81–100%), valid/practical (61–80%), fairly valid/practical (41–60%), less valid/practical (21–40%), and invalid/practical ($\leq 20\%$). Product effectiveness was determined by the implementation of learning, student responses, and improvement in learning outcomes. Differences in pretest and posttest scores were analyzed using a paired sample t-test, while the level of improvement in learning outcomes was calculated using normalized gain (N-Gain). The student worksheet was declared effective if the test results showed a p-value < 0.05 and the N-Gain score was at least in the moderate category.

RESULT AND DISCUSSION

Result

The Analysis Phase

The analysis phase was conducted to identify the learning needs and contextual factors underlying the development of the PjBL-based LKPD. Curriculum analysis revealed that the implementation of the Merdeka Curriculum in Grade V of SD Negeri 101765 Bandar Setia requires student-centered, contextual, and meaningful learning experiences. However, observations indicated that the learning process in the topic of Norma di Lingkungan Sekolah was still dominated by teacher centered approaches, including lectures, limited questioning sessions, and individual assignments. Existing learning materials primarily emphasized conceptual understanding and written exercises, with limited opportunities for students to engage in inquiry, collaboration, problem solving, or project creation. Furthermore, the instructional materials did not explicitly incorporate the stages of PjBL, resulting in insufficient opportunities for students to develop critical thinking, creativity, communication, and collaboration skills that are essential within the Merdeka Curriculum framework.

Student characteristic analysis showed that most Grade V students were familiar with basic concepts of norms, such as discipline, responsibility, and politeness, yet many had difficulty consistently applying these values in daily school life. Learning activities were largely focused on completing routine academic tasks, while the existing worksheets functioned mainly as exercise sheets rather than tools for active knowledge construction. Students demonstrated diverse learning preferences, including visual, auditory, and kinesthetic styles, and were generally within the concrete operational stage of cognitive development. Consequently, they tended to learn more effectively through direct experiences, real-life observations, and contextual problem solving activities. These findings indicate the need for learning resources that facilitate active participation, encourage higher order thinking skills, and connect learning content with authentic situations encountered in the school environment.

Analysis of teacher and school conditions further highlighted the necessity for innovative learning materials. Classroom instruction relied heavily on textbooks and conventional teaching methods, limiting students' opportunities to actively construct knowledge. Although the school environment provided rich contextual resources through social interactions, school regulations, and everyday behavioral practices reflecting normative values, these potentials had not been systematically integrated into the learning process. Therefore, a contextual PjBL-based LKPD was considered an appropriate solution to bridge curriculum demands, student characteristics, and available learning resources. The developed LKPD was designed to utilize authentic school-based problems as project contexts, enabling students to observe, analyze, and apply normative values while producing meaningful learning products. Such an approach was expected to promote active learning, strengthen character development, and improve learning outcomes in accordance with the objectives of the Merdeka Curriculum.

The Design Phase

Following the completion of the analysis phase, the study proceeded to the design phase, which focused on developing the initial draft of a contextual PjBL-based LKPD on the topic of Norma di Lingkungan Sekolah. Activities conducted during this stage included the preparation of assessment instruments, learning achievement tests, and the overall worksheet structure aligned with the learning objectives and curriculum outcomes. Pretest and posttest instruments were designed to measure students' understanding of various types of norms, forms of norm violations, causes and consequences of such violations, as well as their ability to create and communicate solutions through project activities. The assessment system was supported by detailed scoring rubrics and evaluation guidelines to ensure objective measurement of students' learning outcomes. Learning objectives were formulated to foster critical thinking, creativity, communication, and collaboration skills through meaningful and contextual learning experiences.

The worksheet format was designed by adapting relevant PjBL-based learning materials developed for elementary education. Particular attention was given to creating an attractive, user-friendly, and pedagogically appropriate format that could facilitate active student engagement. The developed LKPD consisted of several key components: an introductory section containing worksheet identity, learning outcomes, learning objectives, usage instructions, and the Pancasila Student Profile; a problem orientation section presenting authentic school related issues as the basis for project activities; a project-planning section guiding students to determine procedures, tools, materials, and group responsibilities; a project-implementation section involving observation, discussion, information gathering, and project completion activities; a project-

presentation section allowing students to communicate and reflect upon their project outcomes; an evaluation section containing exercises and achievement tests; and a reflection section designed to encourage students to express their learning experiences, challenges, and insights gained throughout the project-based learning process.

The overall design was intentionally structured to integrate contextual project activities, such as analyzing the implementation of norms within the school environment, identifying instances of norm violations, proposing solutions, creating educational slogans, and producing short drama videos related to normative behavior. Through these activities, students were expected not only to acquire conceptual knowledge but also to connect learning content with authentic situations encountered in everyday school life. Consequently, the designed LKPD was intended to support meaningful learning experiences while strengthening students' higher order thinking skills and social character development. The initial design of the contextual PjBL-based LKPD consisted of several interconnected components and learning activities that were systematically organized according to the stages of Project-Based Learning. An overview of the initial LKPD prototype is presented in Figure 1.

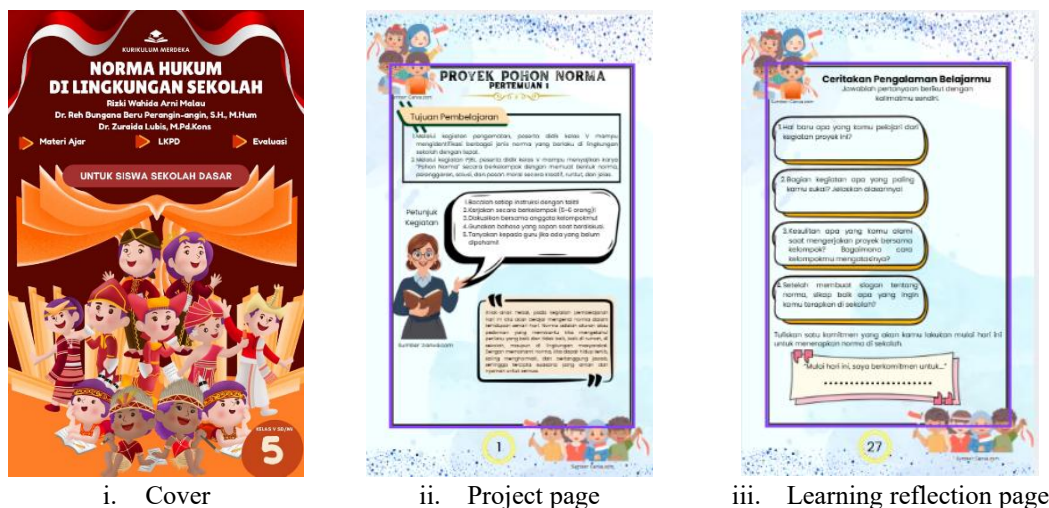


Figure 1. Initial Design of The PjBL-Based LKPD

Source: Media developed by the author (2026)

The Development Phase

Following the revision process based on recommendations from the material, design, and language experts, the PjBL-based LKPD containing contextual content on norms in the school environment was refined and improved. Revisions focused on several aspects, including the accuracy of learning content, the formulation of learning objectives, visual presentation, project activity organization, language appropriateness, and instructional clarity. Material revisions included changing the topic title from Norma Hukum di Lingkungan Sekolah to Norma di Lingkungan Sekolah to better represent the scope of the content, as well as revising the learning objectives to align with curriculum requirements and the principles of measurable learning outcomes. Design revisions emphasized improving the cover to better reflect the learning topic and enhancing the presentation of PjBL syntax within each learning activity. Language revisions addressed sentence structure, punctuation usage, and the formatting of instructions to ensure readability and suitability for elementary school students. These revisions resulted in a more valid and pedagogically appropriate learning product.

The completion of the revision stage produced the final version of the PjBL-based LKPD containing contextual content on norms in the school environment. This final product represents the culmination of the analysis, design, validation, and revision stages conducted throughout the development process. Expert validation results indicated that the product met the criteria of content validity, design feasibility, and language appropriateness, making it suitable for classroom implementation. The final LKPD incorporates contextual learning activities and project-based tasks designed to facilitate

students’ understanding of norms through real-life situations encountered in the school environment. The final appearance of the developed LKPD is presented in Figure 2.

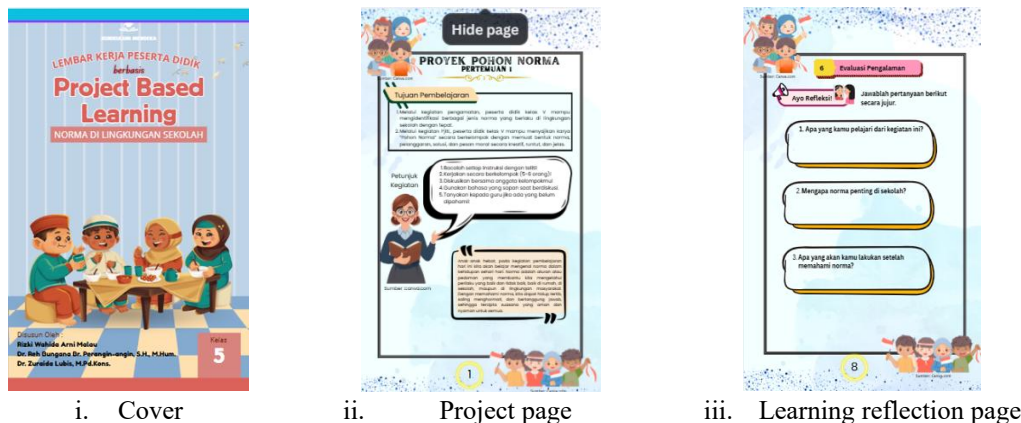


Figure 2. Final Design of The PjBL-Based LKPD

Source: Media developed by the author (2026)

Prior to implementation in the field, the research instrument in the form of a learning achievement test was subjected to validity and reliability testing to ensure its appropriateness for data collection. The instrument trial involved ten students outside the research sample. Validity analysis using Pearson Product Moment correlation in SPSS revealed that all ten test items obtained correlation coefficients higher than the critical value of *r* table (0.632) at the 5% significance level. Item correlation coefficients ranged from 0.654 to 0.967, indicating that each item had a significant relationship with the total score and therefore satisfied the validity criteria. Significance values for all items were also below 0.05, further confirming their validity. Consequently, all test items were considered valid and suitable for measuring students’ learning outcomes.

Reliability testing was conducted using Cronbach’s Alpha analysis in SPSS. The results showed a Cronbach’s Alpha coefficient of 0.937 for the ten-item instrument. This value exceeds the commonly accepted threshold of 0.70, indicating a very high level of internal consistency. The high reliability coefficient demonstrates that the test items consistently measure the same construct and produce stable results under similar conditions. Therefore, the learning achievement test was deemed reliable and appropriate for use as a research instrument, ensuring that the data collected during the study would possess a high degree of accuracy and dependability.

Table 1. Practicality Results of The PjBL-Based LKPD

Respondent	Percentage %	Category
Students	87.5	Very practical
Teacher	85.0	Very pratical

Source: Research results (2026)

The results presented in Table 1 demonstrate that the developed LKPD fulfilled the criteria of a highly practical learning resource. Student responses reached 87.5%, indicating that the instructions, project activities, and learning materials were easy to understand and implement. Positive responses were particularly related to the contextual nature of the activities, which enabled students to connect the concept of norms with situations they commonly encountered at school. Teacher responses also showed a high level of practicality, with a score of 85.0%. The teacher reported that the LKPD supported classroom management, facilitated project implementation, and encouraged greater student participation throughout the learning process. These findings suggest that the developed LKPD can be implemented effectively in elementary school classrooms without substantial difficulties for either teachers or students.

The large group trial was subsequently conducted with 25 fifth grade students of SD Negeri 101765 Bandar Setia over three learning meetings. During this phase, students utilized the LKPD to complete a series of contextual projects, including identifying norm violations, developing solutions to school related problems, creating educational slogans, and producing short drama videos illustrating the application of norms in daily school life. Observations of student and teacher activities were carried out during each meeting to examine the quality of learning implementation. The results revealed a consistent improvement in classroom participation and instructional implementation throughout the intervention period, as summarized in Table 2.

Table 2. Learning Implementation Results

Indicator	Meeting I %	Meeting II %	Meeting III %	Average %
Student	80.8	85.2	88.2	84.7
Teacher	83.33	86.11	88.89	86.11

Source: Research results (2026)

Table 2 shows a gradual increase in both student and teacher activities across the three learning meetings. Student activity increased from 80.8% during the first meeting to 88.2% during the third meeting, indicating that students became increasingly engaged in collaborative discussions, project completion, and classroom interactions. A similar trend was observed in teacher activity, which improved from 83.33% to 88.89% over the same period. These improvements suggest that both students and the teacher became more familiar with the project-based learning procedures embedded within the LKPD. Increased participation was particularly evident during project presentations and group discussions, where students demonstrated greater confidence in expressing ideas and collaborating with peers. Overall, the findings indicate that the contextual PjBL-based LKPD successfully supported active learning and effective classroom implementation.

The effectiveness of the developed LKPD was evaluated through learning outcome assessments and student response questionnaires. Statistical analysis using a paired-sample *t*-test revealed a significant difference between pretest and posttest scores ($p = 0.000 < 0.05$), indicating that the learning intervention significantly improved student achievement. Furthermore, the average N-gain score reached 0.655, which falls within the moderate category, suggesting that the implementation of the LKPD produced a reasonably effective improvement in learning outcomes. Analysis of N-gain distribution showed that 36% of students achieved a high level of improvement, while 64% achieved a moderate level, with no students classified in the low category. Student responses toward the learning experience were also highly positive, reaching an average percentage of 87.5%. These findings confirm that the contextual PjBL-based LKPD was not only practical to implement but also effective in enhancing student engagement and learning achievement in Pancasila Education.

The Evaluation Stage

The evaluation stage served as the final phase of the ADDIE model and was conducted to determine whether the developed contextual PjBL-based LKPD met the criteria of validity, practicality, and effectiveness. Evaluation was carried out continuously throughout the development process, including expert validation, product revision, practicality testing, and effectiveness assessment. Feedback provided by material, design, and language experts was used to improve the content, language, presentation, and project-based learning components of the worksheet before implementation. The evaluation results indicated that the developed LKPD achieved a very high level of validity and was considered suitable for classroom use. Practicality data obtained from teacher and student questionnaires demonstrated very positive responses, indicating that the worksheet was easy to use, systematically organized, and capable of supporting meaningful learning through contextual project activities. Effectiveness analysis further revealed a significant improvement in student learning outcomes, as evidenced by the paired-sample *t*-test results ($p < 0.05$) and a mean N-Gain score of 0.655, which was classified as a moderate improvement category. Collectively, these findings confirm that the contextual PjBL-based LKPD is a valid, practical, and effective learning resource for enhancing student engagement, understanding of school norms, and overall learning achievement in Pancasila Education at the elementary school level.

Discussion

The research findings indicate that contextual Project-Based Learning (PjBL)-based student worksheets (LKPD) were successfully developed systematically using the ADDIE model and met the development objectives as teaching materials capable of connecting normative concepts to students' real-life experiences. The integration of PjBL syntax with contextual activities enabled students to observe, analyze, discuss, and solve problems they encountered in the school environment. From a constructivist perspective, this process provides students with the opportunity to construct knowledge based on direct experience, making the understanding gained more meaningful than memorization-oriented learning. These results not only support the findings of (Ahmad et al., 2025; Çibukçiu, 2025) regarding the effectiveness of constructivist learning but also demonstrate that integrating real-life school contexts into the LKPD strengthens the internalization of Pancasila values. Therefore, the contribution of this research lies not only in the use of the PjBL model but also in providing contextual learning experiences that align with the characteristics of normative material in the school environment.

The validation results indicate that the LKPD has a very high level of validity. Evaluations by material experts, media experts, linguists, and practitioners showed that the Student Worksheet (LKPD) met the appropriateness of content, presentation, language, display, and syntax of Project-Based Learning (PjBL), making it suitable for use in learning. These findings demonstrate that the development process using the ADDIE model is capable of producing open-ended materials that meet learning needs. These results align with research by (Wulandari et al., 2022), which reported that Project-Based Student Worksheets (LKPD) have high validity because they are developed based on curriculum needs and student characteristics. However, this study provides an additional contribution by integrating a contextual approach so that the learning material is closer to students' real-life experiences.

The practicality evaluation showed that the LKPD received positive responses from 85% of teachers and 87.5% of students. These results indicate that the LKPD is easy to use, has clear instructions, is visually appealing, and supports project-based learning. From a constructivist perspective, this ease of use provides opportunities for students to more actively construct knowledge through collaboration, discussion, and reflection on learning experiences. This contrasts with the research by (Rahayu et al., 2024) focused more on improving learning outcomes through Project-Based Student Worksheets (LKPD), this study shows that integrating real-life school contexts makes project activities more relevant, making it easier for students to connect normative concepts with everyday behavior.

The effectiveness of the LKPD is demonstrated by a significant improvement in learning outcomes based on the paired sample t-test ($p < 0.05$) and an N-Gain value of 0.655, which is in the moderate category. This improvement indicates that students not only experienced increased conceptual mastery but also gained learning experiences that encouraged active engagement during the learning process. These findings support the research of (Setiawan et al., 2024) regarding the effectiveness of Project-Based Student Worksheets (LKPD) in improving learning outcomes (Sibarani, 2024).

However, this study provides a more specific contribution because it integrates a contextual approach to normative material in the school environment through the ADDIE model, so that learning not only improves academic achievement but also strengthens understanding and internalization of Pancasila values in everyday life. However, this study has several limitations. The sample size involved only 25 students from one school, so the results cannot be generalized widely. Furthermore, the implementation of the Student Worksheet (LKPD) was limited to norms within the school environment, so its effectiveness on other Pancasila Education materials cannot be confirmed. This study also only measured short-term learning outcomes after implementation, so it cannot yet describe the impact of LKPD use on student character development in the long term. Therefore, further research is recommended to involve a larger sample size, be conducted in several schools with diverse characteristics, and test the application of LKPD on other Pancasila Education materials to obtain more comprehensive empirical evidence.

CONCLUSION

This research shows that the development of contextual Project-Based Learning (PjBL) Student Worksheets (LKPD) on the topic of norms in the school environment produces valid, practical, and effective teaching materials for improving fifth-grade students' learning outcomes in Pancasila Education. The integration of project-based activities with contextual learning experiences encourages active student engagement, strengthens critical and collaborative thinking skills, and helps students connect norm concepts to real-life situations in school. Practically, the developed LKPD can serve as an alternative teaching material that supports the implementation of student-centered learning, in line with the principles of the Independent

Curriculum, particularly in Pancasila Education in elementary schools. The use of these LKPDs can also help teachers design more meaningful learning activities through contextual projects that encourage active participation and strengthen student character. Further research is recommended to test the application of LKPDs at different educational levels, develop products for other Pancasila Education materials, and utilize experimental designs involving control groups to more comprehensively test the product's effectiveness. Furthermore, research with a broader sample size is needed to strengthen the generalizability of the research results.

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